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ABSTRACT

This guide outlines the core social studies course standards for Utah elementary schools. Using a graphic format, the guide delineates each course--beginning with Kindergarten and concluding with Level 6. It describes the course; lists column headings for time, people, and places; cites the appropriate standard; and educational objectives to be achieved. Course titles are: Kindergarten: "Self, Family, and School"; Level (1): "School and Neighborhood Communities"; Level (2): "Local Communities"; Level (3): "Environment and Indigenous Communities"; Level (4): "Utah Studies"; Level (5): "United States History"; and Level (6): "Ancient World Civilizations and European Influence." (BT)

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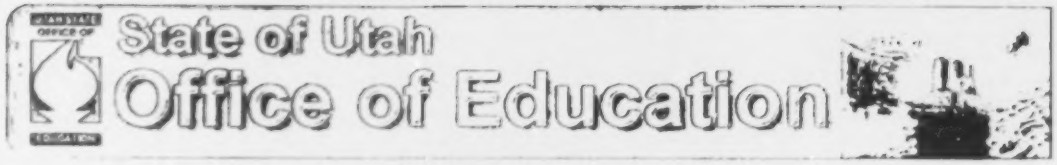

Social Studies Core Curriculum K-6

2000

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Social Studies Core Curriculum K-6

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SOCIAL STUDIES LEVEL K

SIS NUMBER: 6000
SIS CODE: SS

SELF, FAMILY, AND SCHOOL

COURSE DESCRIPTION:
Students will participate in the study of self, family, and school groups. They will become aware of their social, cultural, and physical environments. Life, process, and character skills will focus on cooperation, rules, and valuing differences. Students will make world connections by comparing the seasons and animals in Antarctica with the seasons and animals in local environments in Utah.

TIME	PEOPLE	PLACES
STANDARD 6000-01 **Students demonstrate an awareness of the influence of time on individuals.**	**STANDARD 6000-02** **Students follow family and classroom rules and directions.**	**STANDARD 6000-05** **Students develop an awareness of physical environment.**
OBJECTIVE 6000-0101 Describe life changes of individuals. • Identify physical changes; e.g., height, weight, hair color. • Record changes in individuals over time; e.g., dress yourself, write your name, ride a bike. • Distinguish between periods of time; e.g., day, week, month, yesterday, tomorrow. • Consider how changes in families influence a child; e.g., moving to new places, siblings.	OBJECTIVE 6000-0201 Recognize people in authority and what they do. • Identify people at home and in school; e.g., parents, teachers, safety patrol, police. • Describe jobs of people at home and at school.	OBJECTIVE 6000-0501 Identify the physical environment of home and school. • Locate the classroom, restroom, and playground of the school. • Identify other rooms in the school. • Memorize home address and phone number.
OBJECTIVE 6000-0102 Observe and describe seasonal changes and communicate how those changes affect living things. • Observe how people dress and behave differently based on seasonal changes. • Identify activities experienced during different seasons; e.g., skiing, camping, sledding, planting. • Compare the seasons in Antarctica to the seasons in Utah. • Compare seasonal behavior of animals that live in Utah with animals in Antarctica.	OBJECTIVE 6000-0202 Collaborate in developing and following classroom rules. • Share ideas for rules for a healthy, safe environment. • Work cooperatively to establish classroom rules. • Follow classroom and school rules. • Implement appropriate problem solving strategies. • Resolve conflicts with adult support; e.g., participate in group discussions.	OBJECTIVE 6000-0502 Recognize a map, a globe, and basic map directions. • Identify a map and a globe. • Locate the top, bottom, right, and left on a map. • Identify places on a map of the classroom.

	STANDARD 6000-03 **Students demonstrate positive interactions with peers and adults.**	
	OBJECTIVE 6000-0301 Practice helpful, friendly behaviors with peers. • Demonstrate ways to cooperate and share with others. • Practice attributes of friendship; e.g., show caring, respect others, take turns, be polite, help others.	
	OBJECTIVE 6000-0302 Establish a respectful relationship with adults to facilitate learning. • Show respect for adults; e.g., teachers, parents, other school adults. • Cooperate with teacher-directed learning activities; e.g., answer questions, share products, try new activities. • Respond to questions or requests appropriately.	
	STANDARD 6000-04 **Students show respect for self, others, and the United States.**	
	OBJECTIVE 6000-0401 Identify ways individuals are alike and different. • Identify ways individuals are alike through a variety of activities. • Identify ways individuals are different through a variety of activities. • Identify traditions of self and others.	
	OBJECTIVE 6000-0402 Identify and show respect for national symbols. • Identify national symbols; e.g. flag, pledge, eagle. • Identify how students show respect for national symbols. • Show respect for national symbols.	

SOCIAL STUDIES LEVEL 1
SIS Number: 6010
SIS CODE SS

SCHOOL AND NEIGHBORHOOD COMMUNITIES

COURSE DESCRIPTION:
Students will identify characteristics of school and neighborhood communities. Students will become aware of their own physical and cultural environments as they make world connections between their own neighborhood and a neighborhood in Australia. Social studies, character, and life skills will help students understand how to become responsible citizens at home, school, and in the neighborhood.

TIME	PEOPLE	PLACES
STANDARD 6010-01 **Students identify influences of time on family, school, and neighborhood communities.**	**STANDARD 6010-03** **Students identify people and their roles in schools and neighborhoods.**	**STANDARD 6010-06** **Students recognize features of the physical environment of the neighborhood.**
OBJECTIVE 6010-0101 Explain how families change over time. • Identify the ways family groupings change over time; e.g., new babies, older children leave. • Describe the effects of moving on a family; e.g., orientation to new home, area, peers. • Describe the effects of schedule changes on a family.	OBJECTIVE 6010-0301 Identify people in school and in the neighborhood. • Identify people in the school; e.g., principal, secretary, counselor, custodian, cafeteria worker, students, teachers. • Identify people in the neighborhood; e.g., friends, neighbors, police, firefighters, businesspeople.	OBJECTIVE 6010-0601 Describe neighborhood terrain and features. • Identify features of the neighborhood; e.g., hills, mountains, streams, parks. • Differentiate building types; e.g., homes, businesses, churches, fire station.
OBJECTIVE 6010-0102 Observe changes within and around the school. • Recognize time sequence within the school; e.g., recess, lunch, class time. • Predict changes within the school; e.g., schedule changes, progress through grades, students move in and out, teachers and principals change.	OBJECTIVE 6010-0302 Connect people with their roles. • Describe roles of people in school. • Describe roles of people in the neighborhood.	OBJECTIVE 6010-0602 Demonstrate beginning map and globe skills. • Identify beginning map symbols; e.g., direction finder, mountains, rivers, lakes. • Locate the continents of North America, Antarctica, and Australia.
OBJECTIVE 6010-0103 Identify changes in the neighborhood. • Identify physical changes within the neighborhood; e.g., homes, street improvements, new businesses. • Describe how people move safely within the neighborhood; e.g., safety patrol, crossing guards, crosswalks. • Predict future changes within neighborhoods.		

STANDARD 6010-02 **Students recognize how technological developments affect the family, school, and neighborhood over time.**	STANDARD 6010-04 **Students demonstrate individual responsibility.**	STANDARD 6010-07 **Students make world connections by comparing the local neighborhood with a neighborhood in Australia.**
OBJECTIVE 6010-0201 Observe how technology has been used in the past and present in homes. • Describe how household tasks were accomplished in the past when parents and grandparents were children. • Describe how household tasks are currently done in the home. • Predict how household tasks may change in the future.	OBJECTIVE 6010-0401 Demonstrate dependability. • Identify responsibilities and roles. • Put belongings away. • Follow teacher directions.	OBJECTIVE 6010-0701 Compare terrain and physical features of an Australian neighborhood with the local community. • Describe the location of large cities in Australia. • Compare various physical features of Australia with those of the local neighborhood. • Compare the terrain of a neighborhood in Australia with that of the local neighborhood.
OBJECTIVE 6010-0202 Compare school technology in the past and present. • Identify school materials and resources used in the past. • Describe how school technology has changed.	OBJECTIVE 6010-0402 Recognize how individual choices and actions affect self, peers, family, and neighborhood. • Identify choices that affect self, peers, family, and others. • Associate consequences with actions. • Identify actions that affect neighborhoods; e.g., service, litter, graffiti.	OBJECTIVE 6010-0702 Compare Utah seasons, plants, and animals with those of Australia. • Associate seasons with months in Utah and Australia. • Differentiate between plants and animals from Utah and Australia. • Examine how plants and animals from Utah and Australia affect people living in these places.
OBJECTIVE 6010-0203 Identify technological changes in your neighborhood. • Identify how transportation moves people from place to place. • Describe how technology helps workers.	STANDARD 6010-05 **Students demonstrate respect for individuals and property.**	
	OBJECTIVE 6010-0501 Show respect for rules and government. • Help establish and follow class rules. • Observe safety practices; e.g., using scissors, following playground rules, crossing streets. • Practice democratic processes; e.g., participate in discussions, take turns, listen to others, share ideas. • Participate in activities that contribute to classroom and neighborhood; e.g., perform assigned tasks, keep the school and playground clean, pick up litter, help others.	
	OBJECTIVE 6010-0502	

	Show respect for national symbols and traditions. • Identify symbols of the United States. • Demonstrate respect for patriotic traditions.	

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SOCIAL STUDIES LEVEL 2
SIS NUMBER: 6020
SIS CODE SS

LOCAL COMMUNITIES

COURSE DESCRIPTION:
Students in second grade will focus on the study of communities and how they change over time. Social studies, character, and citizenship skills will help students begin to appreciate cultural diversity. Geography and map skills will be enhanced as world connections are made to Africa. One comparison will be to the community of Ouelessebougou in Mali, Africa.

TIME	PEOPLE	PLACES
STANDARD 6020-01 **Students will show the sequence of change in communities over time.**	**STANDARD 6020-02** **Students demonstrate individual responsibility to self, group, and community.**	**STANDARD 6020-06** **Students are introduced to map skills for location of the local community.**
OBJECTIVE 6020-0101 Recognize the sequence of change in communities over time. • Identify factors that contribute to the establishment of the community; e.g., location, natural resources, climate. • Identify factors that contribute to the growth of a community; e.g., agriculture, industry, natural resources, transportation. • Describe the development of various communities; e.g., village, town, city, megalopolis.	OBJECTIVE 6020-0201 Exhibit dependability in individual behavior in the community. • Identify individual responsibility to rules. • Identify choices and recognize consequences. • Identify actions that affect others. • Identify actions that affect the community.	OBJECTIVE 6020-0601 Use map and globe skills. • Identify symbols on a map key. • Locate cardinal directions on maps and globes. • Locate the North American continent, the United States, the state of Utah, and the local community on a map.
OBJECTIVE 6020-0102 Trace the development of the local community. • Identify the first inhabitants of the community. • Identify the factors that contributed to the establishment of the community. • Identify important historical sites and noted historical figures. • Identify changes in your community over time; e.g., clothing, homes, agriculture, transportation, technology.	OBJECTIVE 6020-0202 Use strategies to resolve conflicts. • Identify actions leading to conflicts. • Generate strategies to solve conflicts.	OBJECTIVE 6020-0602 Use map and globe skills to identify major physical characteristics of the local community. • Identify major physical characteristics of the local community; e.g., hills, water, parks. • Use map skills to identify cardinal directions and buildings on a map of the local community.

OBJECTIVE 6020-0103 Predict future changes based on history and development of the local community. • Identify factors that may have an impact on the future growth of the community. • Trace changes in transportation over time.	OBJECTIVE 6020-0203 Practice democratic processes. • Respect the personal belongings and space of others. • Participate in discussions, take turns, and listen to others. • Show courtesy to others. • Participate in patriotic traditions; i.e., pledge of allegiance, standing for the flag.	**STANDARD 6020-07** **Students use map skills for location and comparison of the local community and Ouelessebougou, Mali, Africa.**
	STANDARD 6020-03 **Students participate in activities that promote public good.**	OBJECTIVE 6020-0701 Use map and globe skills. • Locate Africa on a world map and on a world globe. • Identify the location of Africa in relation to the local community. • Identify the physical characteristics of Africa; e.g., mountains, deserts, plains.
	OBJECTIVE 6020-0301 Make a contribution to the community. • Identify community needs. • Participate in an activity to help the community; e.g., Service-Learning activity, pick up litter, help others in need.	OBJECTIVE 6020-0702 Compare Mali and the local community. • Identify major physical features of Ouelessebougou and those of the local community; e.g., rivers, mountains, deserts, plateaus. • Compare the major physical features of Ouelessebougou with those of the local community. • Compare seasons, animals, and plant life of Mali with those of the local community.
	OBJECTIVE 6020-0302 Show respect for cultural and ethnic differences. • Find satisfaction in group association. • Identify activities or traditions that make people unique. • Recognize and respect contributions of all people.	
	STANDARD 6020-04 **Students identify goods and services, where they come from, and how to get them.**	
	OBJECTIVE 6020-0401 Identify goods and services and where they come from. • List goods and services and determine whether they come from inside or outside the community. • Identify means of transportation for goods and services.	

	OBJECTIVE 6020-0402 Identify the sources of goods and services in the community. • Identify the role of agriculture and industry. • Categorize the products coming from agriculture or industry. • Identify and list occupations that are generated for community services; e.g., policeman, fireman, school teacher.	
	OBJECTIVE 6020-0403 Differentiate between wants and needs of consumers. • Define wants and needs. • Differentiate between wants and needs as a consumer.	
	STANDARD 6020-05 **Students compare a local community to Ouelessebougou, Utah's sister community in Mali, Africa.**	
	OBJECTIVE 6020-0501 Compare everyday life in the local community with that of the Ouelessebougou community. • Compare everyday life in the local community with that of the Ouelessebougou, Mali, Africa community. • Compare common experiences of a second grader in the local community and in Ouelessebougou; e.g., games, school, chores. • Compare common experiences in the local community and in Ouelessebougou; e.g., cooking, shopping, transportation, medical care.	
	OBJECTIVE 6020-0502 Compare the use of art, music, and stories in the local community and in Ouelessebougou. • Experience art, music, and stories that originate in the local community; e.g., art: crafts, handiwork, visual arts, landscaping, architecture; music: popular, classical, folk; stories: journals, personal histories, legends, folktales. • Experience art, music, and stories from Ouelessebougou.	

SOCIAL STUDIES LEVEL 3
SIS NUMBER: 6030
SIS CODE: SS

ENVIRONMENT AND INDIGENOUS COMMUNITIES

COURSE DESCRIPTION:
Students will investigate how environments and communities change over time through the influence of people. They will survey indigenous (native) people of the United States and compare their environments and cultures with those of South America. One comparison will be the indigenous Inca people of South America. Expanded geography and map skills will assist students in their study of world connections. Using social studies, character, and life skills, students will examine communities and gain a better understanding of government, economics, and citizenship.

TIME	PEOPLE	PLACES
STANDARD 6030-01 **Students show how environments and communities change over time through the influence of people.**	**STANDARD 6030-03** **Students trace the development and emergence of culture in indigenous communities.**	**STANDARD 6030-06** **Students use map skills to analyze the influence of physical features on the building of communities in the United States.**
OBJECTIVE 6030-0101 Predict how human activity will influence environments and communities. • Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest. • Identify the influence of people on environments and environments on people. • Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.	OBJECTIVE 6030-0301 Describe the various factors that draw communities together. • Identify the elements of culture; e.g., language, government, religion, food, clothing. • Identify cultural elements that emerge as communities interact; e.g., roles, traditions. • Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation. • Identify the aesthetic expressions of the community; e.g., art, music, dance, drama.	OBJECTIVE 6030-0601 Examine maps and globes. • Identify oceans and continents of the world. • Locate the northern and southern hemispheres using the equator. • Locate the eastern and western hemispheres using the prime meridian. • Use grids, scales, and symbols to identify the physical features. • Differentiate among towns, cities, states, countries, and continents. • Compare natural and human-made boundaries.
OBJECTIVE 6030-0102 Trace how indigenous cultures change over time. • Describe early people of the local area; e.g., American Indians, first settlers. • Create a time line for the local community. • Describe the early people of various environments in the United States. • Examine how indigenous cultures change over time.	OBJECTIVE 6030-0302 Compare the emergence of culture in the local area with the indigenous cultures of the United States. • Identify cultural characteristics of indigenous environments of the United States. • Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.	OBJECTIVE 6030-0602 Recognize the physical features that influenced various community settlements. • Identify the physical characteristics of various environments. • List natural resources of various environments. • Locate on a map the regional settlements of indigenous communities of the United States.

STANDARD 6030-02 **Students compare the indigenous people of the local area with the Inca of South America.**	STANDARD 6030-04 **Students examine how government and economies develop as the indigenous community develops.**	STANDARD 6030-07 **Students make world connections by comparing the physical features of the United States with those of South America.**
OBJECTIVE 6030-0201 Examine the Inca of South America. • Identify the characteristics of mountain environments. • Describe the Inca of South America. • Create a time line for the Inca of South America.	OBJECTIVE 6030-0401 Explain the purpose of government. • Determine the need of people for government; e.g., maintaining order, justice for citizens. • Identify the role of government; e.g., make laws, require taxation, provide education. • Explore how the flag of the United States and the pledge of allegiance show patriotism. • Describe development of government in indigenous communities. • Describe development of government among the Inca of South America.	OBJECTIVE 6030-0701 Use map skills to locate South America. • Identify the hemisphere of South America. • Locate the Andes Mountains of South America. • Locate the countries of South America. • Identify various environments of South America; e.g., mountain, tropical, plains.
OBJECTIVE 6030-0202 Compare the Inca of South America to the indigenous people of the local area. • Compare the environment of the local area with that of the Andes of South America. • Compare the local community with the community of the Inca.	OBJECTIVE 6030-0402 Identify the factors that determine economic development. • Identify natural resources within environments that provide for community development. • Trace the emergence of occupations relative to available natural resources. • Identify producers and consumers in local communities. • Identify the relationship between producers and consumers, supply and demand. • Describe the economies of the local people and the Inca of South America.	OBJECTIVE 6030-0702 Compare the physical features of the Andes Mountains with those of the local area. • Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert. • Compare the natural resources of the local community with those of the Andes Mountains.
	STANDARD 6030-05 **Students participate in activities that promote good citizenship.**	
	OBJECTIVE 6030-0501 Demonstrate basic citizenship skills. • Follow agreed-upon rules and accept responsibility for assigned tasks. • Listen to and consider the opinions of others. • Work within a group to establish acceptable behaviors and expectations. • Practice patriotic citizenship by pledging	

	allegiance to the flag and showing respect for that flag.	
	OBJECTIVE 6030-0502 Identify ways to meet community needs. • Differentiate between personal and community needs. • Identify specific needs of the community. • Identify community needs that students can help fill personally.	

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SOCIAL STUDIES LEVEL 4
SIS NUMBER: 6040
SIS CODE: SS

UTAH STUDIES

COURSE DESCRIPTION:
Students will build on past and present history, government, economics, culture, and geography as they search to understand the present state of Utah. Current events will help students explore Utah's future. Students will enlarge their world connections as they compare Utah to Asia, with an emphasis on the country of Japan. The course is designed to use social studies, character, and life skills as students focus on Utah.

TIME	PEOPLE	PLACES
STANDARD 6040-01 **Students demonstrate the sequence of change in Utah over time.**	**STANDARD 6040-03** **Students summarize how a constitutional government and a free market economy developed in Utah.**	**STANDARD 6040-06** **Students use geographical tools to analyze political and physical features of Utah and the Western United States.**
OBJECTIVE 6040-0101 Recognize the sequence of change in Utah over time. • Identify factors that contributed to the development of the land; e.g., location, natural resources, climate. • Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources. • Identify characteristics of various communities; e.g., Park City, Eureka, St. George.	OBJECTIVE 6040-0301 Explain the purpose of a constitutional government. • Determine the need for government; e.g., identify individual rights and responsibilities. • Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education. • Identify the three branches of government. • List the duties of various elected state officials.	OBJECTIVE 6040-0601 Identify geographic characteristics of Utah and other states in the western region of the United States. • Find physical features that Utah shares with other western states. • Find scenic attractions in Utah and other western states. • Determine the mileage from the local community to various scenic attractions in Utah.
OBJECTIVE 6040-0102 Trace the development of the state of Utah. • Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers. • Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs. • Trace the events that led to the development of Utah from the State of Deseret to the territory of Utah to the state of Utah. • Identify important historical sites and historical figures; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.	OBJECTIVE 6040-0302 Trace the development of a free market system in Utah. • Trace the development of a business from its beginning, its market for goods or services, and its growth. • Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic. • Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.	

	OBJECTIVE 6040-0303 Analyze the role of the worker in a business. • Differentiate roles of workers in business. • Identify the needs of workers. • Identify the worker's contribution to business success.	
STANDARD 6040-02 **Students trace the emergence and development of culture in Utah.**	**STANDARD 6040-04** **Students participate in activities that promote cultural understanding and good citizenship.**	
OBJECTIVE 6040-0201 Analyze contributions made from diverse groups to the development of Utah's culture. • Explain the influence of ancient and modern Utah Indian groups on cultural development. • Explain the influence of explorers on Utah's cultural development. • Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship. • Analyze the influence of the army establishment and travelers.	OBJECTIVE 6040-0401 Demonstrate cultural understanding. • Show appreciation for the uniqueness of other cultures. • Identify the contributions of various cultures to Utah. • Demonstrate respect for cultural differences.	
OBJECTIVE 6040-0202 Trace the development of Utah's culture. • Describe how various groups interact to create community roles and traditions. • Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation. • Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.	OBJECTIVE 6040-0402 Demonstrate basic citizenship skills. • Contribute to the establishment of classroom goals and rules and commit to support them. • Identify ways to help and contribute to the community. • Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols..	
OBJECTIVE 6040-0203 Predict future changes based on the history and development of the state. • Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population. • Predict changes to the culture of Utah.		

	STANDARD 6040-05 **Students compare governments and economies of Utah and Japan.**	**STANDARD 6040-07** **Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.**
	OBJECTIVE 6040-0501 Compare the governments of Utah and Japan. • List the attributes of government; e.g., branches of government, leaders. • Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy. • Compare modern daily life in each system. • Compare individual rights and responsibilities.	OBJECTIVE 6040-0701 Use map skills to explore Asia. • Identify the location of Asia; e.g., hemisphere, latitude, and longitude. • Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands. • Determine mileage from one place to another in Asia.
	OBJECTIVE 6040-0502 Identify and compare the industries found in Utah with those in Japan. • List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry. • Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.	OBJECTIVE 6040-0702 Compare physical features and climate in Utah, China, and Asia. • Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation. • Relate the establishment of communities to climate and physical features. • Identify the impact physical features have on agriculture and industry.
		OBJECTIVE 6040-0703 Compare political boundaries in Utah, the United States, China, and Japan. • Identify different types of political boundaries; e.g., city, county, state, national, and international. • Identify political boundaries in Utah, the United States, China, and Japan.
		OBJECTIVE 6040-0704 Use maps to identify and compare geographic features of Utah, China, and Japan. • Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts. • Create a map and generate a legend that shows topography, climate, and land in Utah and Japan. • Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.

SOCIAL STUDIES LEVEL 5
SIS NUMBER: 6050
SIS CODE: SS

UNITED STATES HISTORY AND GOVERNMENT

COURSE DESCRIPTION:
Through the lens of time, students will establish a chronology of critical events in the various time periods of United States history. It is not the intent that students study the historical events in depth. The curriculum is set to teach in three time periods: one-half of the time is to be used in studying the New World and the foundation of our nation; one-fourth, the 19th century (1800-1900); and one-fourth, the 20th century (1900 to the present). Students will examine the impact of people and places on the emergence of United States culture and history. Character and life skills will help students understand citizenship rights and responsibilities. Using social studies skills, students will compare governments, geography, and cultures of Canada and Mexico with those of the United States as students continue to make world connections.

TIME	PEOPLE	PLACES
STANDARD 6050-01 **Students examine the sequence of events that led to the development of the New World and the United States.**	**STANDARD 6050-04** **Students analyze the contributions of key individuals and groups on the development of the New World and the United States.**	**STANDARD 6050-09** **Students analyze the influence of geographic features on the building of the New World and the United States.**
OBJECTIVE 6050-0101 Generate reasons for exploration and settlement in the New World. • Determine reasons for exploration of North America; e.g., economic, religious, political, adventure. • Trace development of North American colonies.	OBJECTIVE 6050-0401 Analyze the role of American Indians, explorers, and leaders in the development of the New World. • Explain the contributions of American Indians to the success of colonization. • Describe the role of early explorers in North America. • Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics.	OBJECTIVE 6050-0901 Analyze how physical features affected the expansion of North America. • Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts. • Identify the impact of physical features on agriculture and industry in the colonies. • Analyze how geographic features and natural resources led to major land acquisitions.
OBJECTIVE 6050-0102 Identify key events that led to United States independence. • Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner. • Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War.	OBJECTIVE 6050-0402 Examine the role of leaders that led to United States independence. • Identify primary political leaders of the Revolutionary War. • Identify military leaders of the Revolutionary War.	OBJECTIVES 6050-0902 Use maps to identify the development of the New World and the United States. • Identify European colonies in the New World. • Compare maps of the New World from the 1600s to the end of the Revolutionary War.

	STANDARD 6050-05 **Students analyze the role of the Constitution in the building of governance and citizenship in the United States.**	
	OBJECTIVE 6050-0501 Trace the development of the United Sates Constitution. • Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation. • Describe the goals outlined in the Preamble. • Identify key individuals in the development of the Constitution.	
	OBJECTIVE 6050-0502 Examine the functions of the branches of Federal Government. • Explain the role of the Legislative, Executive, and Judicial branches of government. • Explain the process of passing a law.	
	OBJECTIVE 6050-0503 Analyze democratic processes. • Describe how to become a citizen. • Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good. • Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette. • Participate in activities that promote the public good; e.g., Service-Learning, Project Citizen.	
STANDARD 6050-02 **Students trace the development and expansion of the United States through the 19th century.**	**STANDARD 6050-06** **Students analyze events and leaders in the United States through the 19th century.**	**STANDARD 6050-10** **Students examine the influence of geography on the building of the United States.**
OBJECTIVE 6050-0201 Describe how the development of the government promoted United States' westward expansion. • Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition. • Identify how states were added to the United States.	OBJECTIVE 6050-0601 Recognize primary explorers, events, and military leaders from the Constitution to the Civil War. • Identify postsettlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont. • Trace the wars and political movements; e.g., War of	OBJECTIVE 6050-1001 Analyze how physical features affected the expansion of the United States. • Show how geographic features influenced location of Settlements. • Analyze how geographic features and natural

	1812, Mexican War, Monroe Doctrine. • List major political and military leaders in the expansion of the nation.	resources affected the migration of Americans to the West.
OBJECTIVE 6050-0202 Describe the events that motivated expansion of the United States. • Explain the political factors that aided expansion;, e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars. • Relate how new settlement affected the homes and communities of the westward pioneers. • Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad.	OBJECTIVE 6050-0602 Analyze the impact of the Civil War on the development of the nation. • Examine reasons for the Civil War. • Explore the impact of the Civil War on the development of the United States.	OBJECTIVE 6050-1002 Examine the impact geography had on the Civil War. • Compare geography of the northern and southern states and its influence on agriculture and industry. • Examine maps of the United States from 1800 to 1860. • Identify the Northern and Southern States in the Civil War.
OBJECTIVE 6050-0203 Analyze expansion of the United States from the Civil War to 1900. • Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon. • Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle.	OBJECTIVE 6050-0603 Analyze the significant social and political movements of the United States from the Civil War to 1900. • Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. • Identify leaders of the social and political movements.	
STANDARD 6050-03 **Students analyze the emergence of the United States as a world influence from 1900 to the present.**	**STANDARD 6050-07** **Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.**	**STANDARD 6050-11** **Students analyze the physical features and political divisions of the United States.**
OBJECTIVE 6050-0301 Examine the effects of World War I and the Great Depression on the United States. • Research the reasons for United States' entrance into World War I. • Describe the effects of World War I on the United States. • Examine the consequences of the Great Depression on the United States.	OBJECTIVE 6050-0702 Describe the role of United States leaders in World War I, the Depression, and World War II, to the present. • Examine the role of United States leaders in World War I and the Great Depression. • Describe the role of United States leaders from World War II to the present.	OBJECTIVE 6050-1101 Use maps to analyze the physical features of the United States. • Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries. • Compare the regions of the United States. • Locate the borders of Canada and Mexico. • Map the states affected by the Great Depression drought.

OBJECTIVE 6050-0302 Analyze the major causes and effects of World War II. • Trace the events leading to the United States' entrance into World War II. • Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society. • Analyze the development of technology resulting from World War II; e.g., medical, transportation.		OBJECTIVE 6050-1102 Examine the political divisions of the United States. • Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines. • Identify the political borders of the United States.
OBJECTIVE 6050-0303 Identify the role of the United States in world affairs from World War II to the present. • Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries. • Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China.	OBJECTIVE 6050-0701 Analyze the significant events and actions of the 20th century. • Examine social and political movements; e.g., suffrage, prohibition, civil rights. • Describe the significance of science, technology, inventions, and medical discoveries. • Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture.	
	STANDARD 6050-08 **Students compare the cultures of Canada, Mexico, and the United States.**	**STANDARD 6050-12** **Students compare the physical and political features of North America.**
	OBJECTIVE 6050-0801 Explore the governments of Canada and Mexico. • Examine the branches and duties of the government of Canada. • Examine the branches and duties of the government of Mexico. • Compare the governments of Canada and Mexico to the government of the United States.	OBJECTIVE 6050-1201 Identify the physical features of North America. • Identify the countries of North America. • Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts.
	OBJECTIVE 6050-0802 Experience the cultures of Canada and Mexico. • Experience the culture of Canada; e.g., music, art, literature, celebrations. • Experience the culture of Mexico, e.g., music, art, literature, celebrations.	OBJECTIVE 6050-1202 Compare the historical relationships of Canada, Mexico, and the United States. • Identify the longest unmanned border in the world. • Identify trade and immigration patterns that have contributed to our culture.

SOCIAL STUDIES LEVEL 6
SIS NUMBER: 6060
SIS CODE: SS

ANCIENT WORLD CIVILIZATIONS AND EUROPEAN INFLUENCE

COURSE DESCRIPTION:
Students will focus on time, people, and places along a historical continuum from the rise of civilization to the modern day. One-third of the year should be spent in the study of ancient cultures, one-third in the Middle Ages and the Renaissance, and one-third in the study of modern Europe. The influence of ancient cultures and European ideas on western civilization makes the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process.

TIME	PEOPLE	PLACES
STANDARD 6060-01 **Students identify the sequence of events that led to the establishment of ancient civilizations.**	**STANDARD 6060-04** **Students explore the cultures of ancient civilizations.**	**STANDARD 6060-07** **Students explore the geographical features of ancient civilizations.**
OBJECTIVE 6060-0101 Examine the scientific processes of studying cultures over time. • Archeology. • Anthropology.	OBJECTVE 6060-0401 Explore the culture of the Fertile Crescent and ancient Egypt. • Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles. • Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	OBJECTIVE 6060-0701 Examine the major physical and political features of early civilizations. • Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains. • Examine the importance of water in the development of civilization. • Analyze the importance of geographical features and climate in agriculture. • Compare historical and modern maps of the region.
OBJECTIVE 6060-0102 Identify the sequence of history in the Fertile Crescent and ancient Egypt. • Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society. • Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	OBJECTIVE 6060-0402 Explore the cultures of ancient Greece and Rome. • Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science. • Describe life in ancient Rome; e.g., government, religion, recreation, art. • Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	OBJECTIVE 6060-0702 Explain how the physical geography of a region determines isolation or economic expansion. • Examine the impact of mountains and seas on ancient Greece. • Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys. • Compare historical and modern maps of the region.

OBJECTIVE 6060-0103 Trace the development of ancient Greece and Rome. • Examine the sequence of events that led to the development of democracy in ancient Greece. • Analyze the events that led to the rise and fall of ancient Rome.	OBJECTIVE 6060-0403 Identify the roots of democratic and republican forms of government. • Describe the components of Greek democracy; e.g., assembly, citizenship, banishment. • Describe the representative government of Rome; e.g., senate, citizenship, noncitizens, slaves, Plebeians. • Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	
	OBJECTIVE 6060-0404 Participate in democratic processes. • Take part in establishing classroom rules. • Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome. • Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible. • Make a contribution to the school, neighborhood, and community; e.g., service project. • Participate in patriotic tradition; e.g., pledge allegiance to the flag.	
STANDARD 6060-02 **Students trace the development of European history from the Middle Ages to 1900.**	**STANDARD 6060-05** **Students examine the development of European culture from the Middle Ages to 1900.**	**STANDARD 6060-08** **Students examine the boundary changes of Europe from the Renaissance to 1900.**
OBJECTIVE 6060-0201 Trace historical events of the Middle Ages and the Renaissance. • Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states. • Contrast the economic systems of the feudal manor and the Italian merchant-princes.	OBJECTIVE 6060-0501 Describe life under the feudal system. • Compare the lives of a feudal lord and serf. • Examine the role of religion in everyday life. • Describe economic structures of the Feudal system.	OBJECTIVE 6060-0801 Analyze the influence of geographic features in determining country borders. • Use maps to identify the geographic features of Europe. • Relate the establishment of countries to the physical features of Europe.

OBJECTIVE 6060-0202 Describe the development of European countries from 1700 to 1900. • Examine how European countries developed over time; e.g., politics, war, economics, religion. • Identify major events of revolution and their affect on Europe; e.g., industrial, French, Russian.	OBJECTIVE 6060-0502 Explore the impact of inventions and new knowledge leading to and during the Renaissance. • Explore technological and scientific developments of the time period. • Examine the influence of merchant princes of Italy on the development of art and architecture. • Identify the Renaissance Masters and their contributions to art and architecture, perspective, portraiture, and sculpture. • Analyze the impact of the Reformation on Western Europe.	OBJECTIVE 6060-0802 Determine the influence of political change on country borders. • Compare maps of Europe from 1700 to 1900. • Describe the role of politics in changing country borders from 1700 to 1900.
	OBJECTIVE 6060-0503 Examine social and economic issues of Europe from 1700-1900. • Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods. • Identify the social classes of Europe; e.g., aristocracy, merchants, commoners. • Describe the impact of the French and Russian Revolutions on the people of Europe. • Describe how social and economic issues led to emigration.	
STANDARD 6060-03 **Students trace the development of modern Europe from 1900 to the present.**	**STANDARD 6060-06** **Students examine the development of European culture from 1900 to the present.**	**STANDARD 6060-09** **Students analyze European boundary changes from 1900 to the present.**
OBJECTIVE 6060-0301 Examine the effects of war and political unrest on Europe. • Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny. • Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	OBJECTIVE 6060-0601 Analyze the impact of war on Europe. • Examine the reasons for war; e.g., religion, politics, power, economics. • Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism. • Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	OBJECTIVE 6060-0901 Investigate the role of invasion on changing political boundaries of Europe. • Compare the changes in country borders before and after World War I. • Locate the Allied and Axis powers during World War II. • Compare pre- and post-World War II boundaries.

OBJECTIVE 6060-0302 Investigate political and economic development of post-World War II Europe to the present. • Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest. • Explore the economic development of Europe; e.g., the Common Market, European Union.	OBJECTIVE 6060-0602 Explore the culture and current events of modern Europe. • Examine governance and economic structures. • Explore the effect of world influence on country traditions; e.g., pop music, clothing, food. • Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	OBJECTIVE 6060-0902 Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today. • Identify the European countries that emerged in 1990. • Compare maps of Europe in 1990 with those of today. • Identify current political and physical boundaries of modern Europe.

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